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ABSTRACT

This chart prepared by the Maryland State Department of Education describes reading goals for children in each school grade. It prescribes general goals for each grade level and includes specific activities at which students are expected to be competent. The general goals for each grade are: the ability to utilize a variety of reading materials, to use a word recognition system, to comprehend various reading materials, to meet the reading demands for functioning in society, and to select reading as a personal activity. (TJ)

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Maryland Reading Scope and Sequence for Grades 1-12

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PURPOSE

The *Maryland Reading Scope and Sequence for Grades 1-12* prescribes minimum student performance levels based on Maryland's reading goals for accountability and indicates by grade level the minimum competencies to receive emphasis during reading instruction in the State. Students who demonstrate competency of the performance levels for each reading goal by Grade 12 exemplify persons who can and do read, the end products for any comprehensive and balanced reading program.

INTERPRETATION

CODE

Each minimum performance level is identified by a code as follows:

a. Digit 1—State Reading Goal
b. Digit 2—Grade Level
c. Digit 3—Minimum Performance

SAMPLE

3.2.1
Students will answer literal, critical, and creative questions about a fiction passage with a readability level of two.

3. State Reading Goal
2. Grade Level
1. First Minimum Performance in Goal 3 and Grade 2

MINIMUM PERFORMANCE LEVELS

A minimum performance level is an activity in which students should be able to demonstrate competency. Local education systems should stipulate classroom instructional objectives and supportive skills needed to achieve the activity.

GRADE LEVEL

A grade level is an assigned placement based on the number of years students are in school after kindergarten.

GRADE LEVEL PLACEMENT

Minimum performance levels were placed at grade levels where students should demonstrate achievement of the activity. Thus, the grade level placement is a final point. Based upon available instructional materials for reading, local education systems should determine at what previous grade levels the activity should be introduced and reinforced, as well as what future grade levels the activity should be maintained once competency is demonstrated.

ASSESSMENT

DATE

Students should demonstrate the declared minimum performance level by the end of the instructional year for the prescribed grade level they are enrolled. Local education systems should schedule systematic dates to evaluate the minimum performance levels for each grade level.

COMPETENCY DEMONSTRATION

Students should demonstrate a success level two ways: performance by observable behaviors in the classroom, and usage of formal and informal testing procedures. The demonstrations should be documented using such measures as: check sheets, annotated records, staff-made tests, personal observation, criterion-referenced tests, and formal or informal diagnostic tests. Testing instruments selected for use should give reliable individual diagnosis for determining reading achievement growth as compared to only reliable diagnosis for groups of students.

SUCCESS LEVEL

Success level for demonstrating competency on a minimum performance level should be determined by the local education system based upon the types of evaluation measures selected. For example, *Maryland's Functional Reading Tests* would be appropriate in Grades 7 and 9-11 for measuring Goals 1, 4 and 5. The success level for passing these tests is declared at or above 80 percent correct on the total test.

APPLICATION

The *Maryland Reading Scope and Sequence for Grades 1-12* outlines the framework for all reading programs in the State by declaring minimum "whats" and "by whens." Local education systems should use the framework to:

1. Evaluate their current reading scope and sequence for Grades 1-12 and make any necessary adjustments to bring it into agreement with the State Scope and Sequence for Grades 1-12.

2. Adjust instruction in all reading classes so the minimum performance levels for each grade level receive first teaching/learning priority.

3. Assess the current instructional materials to see whether certain grade levels and performance levels need to receive priority when purchasing new reading materials.

4. Monitor the reading program which includes: performance levels, goals, instructional priority to the minimum performance level, and assessment of the performance levels.

5. Make immediately any needed instructional program adjustments where groups of students in a school or system fail to achieve the minimum performance levels.

GUIDE FOR REASSEMBLING CHART

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Reading Goals (Prescribed Minimum Performance Levels)

M

Grade 1

Goal 1 - UTILIZE A VARIETY OF READING MATERIALS In this goal students identify their own purposes for using reading materials, and from a wide variety of available materials, select those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and nonprint (e.g., films, records, transparencies, maps, globes, charts).		
Goal 2-USE A WORD RECOGNITION SYSTEM The achievement of this goal enables students to perform two tasks which are basic to success in reading. First, they know and can apply a system for recognizing unfamiliar words. Second, they can instantaneously and simultaneously pronounce words and determine their meaning in a particular context (see Goal 3). Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.	Picture Context Structure Phonics Authority	___ ___ ___ ___ ___ ___ ___ ___ ___
Goal 3 - COMPREHEND VARIOUS READING MATERIALS To accomplish this goal students must think literally, critically, and creatively about the intent of the communication. Thus, the students must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process they use their own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these questions.		**3.1.1.** Students will answer literal, critical, and creative questions about a fiction passage with a readability level of one.* *Readability should be determined consistently for all grade levels appropriately using such formulas as Dale-Chall, Spache, Fry, or SMOG.
Goal 4 - MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY This goal prepares students to survive in society by helping them to cope with everyday reading experiences (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes a minimal performance level for students, this goal is of prime importance. †The numbers in parentheses match the coding system in the *Functional Reading Resource Guide for Teachers*, vols. 1 and 2, Maryland State Department of Education, 1975-76.	Following Directions	

ARYLAND READING SCOPE ANI

Grade 2	Grade 3	Grade 4
1.2.1. Students will select materials at their instructional reading level from a collection of print and non-print materials. **1.2.2.** Students will state orally their purposes for reading selected materials.		**1.4.1.** Students will write purposes for reading using the title, picture, or story elements.
2.2.1. Students will use picture clues, if available, to pronounce unknown words found in the content.		
2.2.2. Students will use context clues, if possible, to pronounce unknown words found in the content.		
	2.3.1. Students will use inflectional ending clues to pronounce unknown words.	**2.4.1.** Students will use general affixes and root word clues to pronounce unknown words.
2.2.3. Students will use beginning and ending consonant clues to help pronounce unknown words.	**2.3.2.** Students will use initial blend clues to help pronounce unknown words.	**2.4.2.** Students will use vowel clues to help pronounce unknown words.
2.2.4. Students will use a picture dictionary to help pronounce and determine meaning of unknown words.	**2.3.3.** Students will use a primary level dictionary to help pronounce and determine meaning of unknown words.	
3.2.1. Students will answer literal, critical, and creative questions about a fiction passage with a readability level of two.	**3.3.1.** Students will answer literal, critical, and creative questions about a fiction passage with a readability level of three.	**3.4.1.** Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially in science or social studies, with a readability level of four.
	4.3.1. (1101)† Students will read to interpret basic directional-type vocabulary from road signs needed for walking. **4.3.2. (1102)** Students will read to interpret basic directional-type vocabulary from signs located in and on buildings. **4.3.3. (1103)** Students will read to interpret basic directional-type vocabulary from textbook instructions.	**4.4.1. (1201)** Students will read to follow directions written in sequential order to know what to do in case of an emergency. **4.4.2. (1203)** Students will read to follow directions written in sequential order to play a game. **4.4.3. (1301)** Students will read to interpret caution and warning signs to know how to protect themselves and others from injury or inconvenience. **4.4.4. (1302)** Students will read to interpret labels on packages and containers to know how to protect themselves and others from injury or inconvenience.

) SEQUENCE FOR GRADES 1-12

Grade 5	Grade 6
1.5.1 Students will select materials at their instructional reading level on an assigned topic from a collection of print and nonprint materials. **1.5.2** Students will locate information using files, indices, atlases, almanacs, and magazines.	**1.6.1.** Students will ask and answer questions posed from maps, globes, filmstrips, films, transparencies, pictures, and newspapers.
	2.6.1. Students will use graphs, illustrations, charts, and tables to pronounce unknown words found in the content.
2.5.1 Students will use syllabication clues to pronounce unknown words.	**2.6.2.** Students will use glossary or intermediate level dictionary to pronounce and determine meaning of unknown words.
3.5.1 Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially in science or social studies, with a readability level of five.	**3.6.1.** Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially in science or social studies, with a readability level of six.
4.5.1 (1202) Students will read to follow directions written in sequential order to complete a school or job assignment. **4.5.2 (1205)** Students will read to follow directions written in sequential order to prepare food from a recipe.	**4.6.1. (1204)** Students will read to follow directions written in sequential order to assemble an item from a "do-it-yourself" kit. **4.6.2. (1209)** Students will read to follow directions written in sequential order to provide care for children. **4.6.3. (1210)** Students will read to follow directions written in sequential order to administer first aid. **4.6.4. (1403)** Students will read maps to find a location in the county.

(Final Levels To Demonstrate Minimum Perfor

Grade 7	Grade 8	Grade 9
		2.9.1. Students will use commonly found affixes and root word clues in each content class, especially in science or social studies, to pronounce unknown words.
		2.9.2. Students will use specialized glossaries to pronounce and determine meaning of unknown words.
3.7.1. Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially in science or social studies, with a readability level of seven.	**3.8.1.** Students will ask and answer literal, critical, and creative questions about a fiction passage and a content passage, especially in science or social studies, with a readability level of eight.	**3.9.1.** Students will ask and answer literal, critical, and creative questions on two passages, each from a major course in which they are enrolled, with a readability level of nine.
	4.8.1. (1401) Students will read to find a location in a building, on a street, and in the local community by using maps and transportation schedules.	**4.9.1. (1402)** Students will read to find a location for a job by using a work schedule or map. **4.9.2. (1404)** Students will read to find a location in the vicinity by using mass transportation maps.

Grade 10	Grade 11	Grade 12
	1.11.1. Students will select information on a topic using general references, specific references, statistical information, and quotations. **1.11.2.** Students will read microfilm and graphic materials.	
2.10.1. Students will use high school level dictionaries to pronounce and determine meaning of unknown words.	**2.11.1.** Students will use unabridged dictionaries to pronounce and determine meaning of unknown words.	
3.10.1. Students will ask and answer literal, critical, and creative questions on two passages, each from a major course in which they are enrolled, with a minimal readability level of nine.	**3.11.1.** Students will ask and answer literal, critical, and creative questions on two passages, each from a major course in which they are enrolled, with a minimal readability level of nine.	**3.12.1** Students will ask and answer literal, critical, and creative questions on two passages, each from a major course in which they are enrolled, with a minimal readability level of nine.
4.10.1. (1206) Students will read to follow directions written in sequential order to follow a pattern. **4.10.2. (1207)** Students will read to follow directions written in sequential order to operate a household appliance. **4.10.3. (1208)** Students will read to follow directions written in sequential order to use a voting machine.		

Locating References	
Gaining Information	
Understanding Forms	
Goal 5 - SELECT READING AS A PERSONAL ACTIVITY **The essence of this goal is the students' personal enjoyment and appreciation of the reading process whereby they *can* and *do* read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.**	**5.1.1.** Students will spend time reading independently.

		4.4.5. (2108) Students will read to locate references within a phone book for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings. **4.4.6. (2111)** Students will read to locate references within a TV Guide for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.
	4.3.4. (4305) Students will read to elicit necessary information for the home from a calendar.	**4.4.7. (4101)** Students will read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society.
	4.3.5. (5101) Students will read to report personal information on school forms.	
5.2.1. Students will spend time reading independently.	**5.3.1.** Students will spend time reading independently.	**5.4.1.** Students will spend time reading independently.

4.5.3 (2101)
Students will read to locate references within a textbook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.

4.5.4 (2106)
Students will read to locate references within a magazine for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.

4.5.5 (2201)
Students will read to locate references within a multi- volume resource (encyclopedia) for use in school, on a job, or at home by utilizing headings, indices, and cross references.

4.6.5. (2104)
Students will read to locate references within a dictionary for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.

4.6.6. (2105)
Students will read to locate references within a newspaper for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.

4.6.7. (2107)
Students will read to locate references within an almanac for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.

4.6.8. (2109)
Students will read to locate references within a catalog for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, bibliography, and headings or subheadings.

4.6.9. (2301)
Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing the card catalog in the library.

4.5.6. (4102)
Students will read to elicit necessary information for school from textbook assignments.

4.6.10. (4303)
Students will read to elicit necessary information for societal purposes from newspaper materials.

4.6.11. (4401)
Students will read to elicit necessary information for societal purposes from newspaper ads.

4.6.12. (5107)
Students will read to report personal information on application forms.

4.6.13. (5201)
Students will read to translate financial agreements, such as sales slips.

5.5.1.
Students will spend time reading independently.

5.6.1.
Students will spend time reading independently.

		4.9.3. (2102) Students will read to locate references within a tradebook for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings. **4.9.4. (2103)** Students will read to locate references within a job manual for use in school, on a job, or at home by utilizing (where applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings. **4.9.5. (2203)** Students will read to locate references within index volumes for use in school, on a job, or at home by utilizing headings, indices, and cross references. **4.9.6.(2204)** Students will read to locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references.
	4.8.2. (4301) Students will read to elicit necessary information for societal purposes from public announcements. **4.8.3. (4402)** Students will read to elicit necessary information for the home from bills. **4.8.4. (4403)** Students will read to elicit necessary information for the home from sales agreements.	**4.9.7. (4404)** Students will read to elicit necessary information for the home from consumer information. **4.9.8. (4405)** Students will read to elicit necessary information for the home from government pamphlets. **4.9.9. (4204)** Students will read to elicit necessary information for a vocation from want ads. **4.9.10. (4205)** Students will read to elicit necessary information for a vocation from work schedules.
	4.8.5. (5202) Students will read to translate financial agreements on mail order purchase forms. **4.8.6. (5207)** Students will read to translate financial agreements on subscriptions.	**4.9.11. (5104)** Students will read to report personal information on social security forms. **4.9.12. (5105)** Students will read to report personal information on medical forms. **4.9.13. (5106)** Students will read to report personal information on vocational application forms. **4.9.14. (5209)** Students will read to translate financial agreements on hotel reservations.
5.7.1. Students will spend time reading independently.	**5.8.1.** Students will spend time reading independently.	**5.9.1.** Students will spend time reading independently.

4.10.4. (2202)
Students will read to locate references within the *Reader's Guide* for use in school, on a job, or at home by utilizing headings, indices, and cross references.

4.10.5. (2302)
Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing reference books and materials.

4.10.6. (2302)
Students will read to locate references within a multi-resource center for use in school, on a job, or at home by utilizing section titles.

4.10.7. (4201)
Students will read to elicit necessary information for a vocation from training manuals.

4.10.8. (4202)
Students will read to elicit necessary information for a vocation from safety and job requirements (time cards, punch-in notices, quota charts, production records).

4.10.9. (4203)
Students will read to elicit necessary information for a vocation from a memorandum.

4.10.10. (4206)
Students will read to elicit necessary information for a vocation from company policy statements.

4.10.11. (4207)
Students will read to elicit necessary information for a vocation from union contracts.

4.10.12. (4304)
Students will read to elicit necessary information for societal purposes from political materials.

4.10.13. (5108)
Students will read to report personal information on armed services forms.

4.10.14. (5203)
Students will read to translate financial agreements on credit card policies.

4.10.15. (5204)
Students will read to translate financial agreements on bank statements.

5.10.1.
Students will spend time reading independently.

4.11.1. (4302)
Students will read to elicit necessary information for societal purposes from legal documents.

4.11.2. (4406)
Students will read to elicit necessary information for the home from contracts.

4.11.3. (4407)
Students will read to elicit necessary information for the home from lease agreements.

4.11.4. (4403)
Students will read to elicit necessary information for the home from sales policies.

4.11.5. (5102)
Students will read to report personal information on tax forms.

4.11.6. (5103)
Students will read to report personal information on insurance forms.

4.11.7. (5205)
Students will read to translate financial agreements on notes and loans.

4.11.8. (5206)
Students will read to translate financial agreements on sales and rent agreements.

4.11.9. (5208)
Students will read to translate financial agreements on long-term financial agreements.

5.11.1.
Students will spend time reading independently.

5.12.1
Students will spend time reading independently.